

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Sacramento	
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1b.	Research Manager: Susan Wilcox, Elsan Associates	Phone: (530) 756-0248
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1c.	Principal Data Collector: Sacramento County Probation	Phone: (916) 875-6863
	Address: IMPACT Center, Morgan Alternative Center	Fax:
	3990 Branch Center Road, Sacramento, CA 95827	E-mail:

2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

IMPACT - Integrated Model for Placement Case Management & Treatment

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

Services will be received at a central site where there will be an indepth assessment and treatment to determine a “blueprint for progress” and an optimum placement site. After multidisciplinary case

management and placement decision there will be indepth supervision and continued treatment for a six-month period at the placement facility.

- 3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

1	Multi-disciplinary assessment to identify needs/plan interventions	0	Single point of entry/one-stop service center
0	Day Reporting Center	2	Multidisciplinary case management
0	Community Resource/Service Center	0	Restorative Justice Program
0	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	4	Institutional commitment
0	Neighborhood Accountability Boards	2	Transitional care
0	Victim advocacy	0	Voice tracking
1	On-site school	0	Community-oriented problem solving
1	Homework assistance	0	Reconciliation
0	Language proficiency development	0	Rigorous academic program
3	Monitor truancy through contact with schools	2	Tutoring
0	Probation officers on site: Prevention	0	ESL instruction
1	Probation officers on site: Intervention	0	Educational incentives
0	Social skills development	0	Mentoring
3	Life skills counseling	3	Life skills training
0	Youth leadership development	3	Swift and certain response
3	Parenting training - for youth	3	Emancipation skills training
2	Mental health counseling	0	Parenting training - for parents of youth
3	Family counseling	2	Sexual abuse counseling
3	Family counseling with involvement of extended family	3	Parenting counseling
3	Family conferencing	0	Parental prosecution
3	Family re-unification	0	Create multi-family support groups
0	Respite care	3	CPS referral
0	Family mentors	3	Medical services
3	Peer counseling	0	Physical therapy
3	Health education	2	Conflict resolution services
2	Conflict resolution training	0	Financial support
2	Anger management	3	Residential care
0	Finance management training	3	Clothing
2	Housing and food	3	Use of probation volunteers
3	Expedited case assignment and management	3	Vocational counseling
0	Community based restorative justice	3	Employment
3	Vocational training	0	Community service - paid
3	Job placement	3	Community service - unpaid
3	Pay restitution	2	Transportation
3	Intensive probation supervision	0	Behavioral contract
0	Probation supervision, not intensive	0	Speech therapy
2	Recreation activities	0	Outreach workers
3	After school programs		Other (Specify):

3	Crisis intervention		Other (Specify):
2	Electronic monitoring		Other (Specify):
3	Alcohol abuse counseling and support		Other (Specify):
3	Substance abuse counseling and support		Other (Specify):
2	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

Historical comparison. The control group consists of juveniles processed to placement by Sacramento County Probation during the fiscal years 1997-1998 and 1998-1999 that meet the intake criteria of IMPACT. These cases will create a pool for matching with the treatment group by RCL level, age, and gender. When more than one case in the historical file matches, the match case will be selected randomly from the pool of matches.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input checked="" type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input checked="" type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

There are no differences between today's placement policy and procedure and the planned historical period. Thus, no period or cohort effects currently occur. If such occurs during the program period, control would be developed to account for the differences.

5. **Cost/Benefit Analysis:** Indicate by checking "yes" or "no" whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program's future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

a) The first step in determining cost benefit is the breaking down of program cost into cost per item or per day. Through budgetary analysis the unit cost of housing per day and individual assessments and treatments at the IMPACT Center can be determined. Costs for services of the historical group are already known. These costs will be adjusted for inflation and determined on a per day or unit scale. Then a utilization record will be constructed for each subject to include the type and number of units of service delivered. This history will be factored with the unit cost to determine a treatment cost per subject.

Second the cost of the outcome components will be determined by a unit cost study of services above standard placement costs. This would include the cost of additional placement services, mental health, social welfare, and juvenile justice services. At the end of the follow-up period, the utilization record will provide information on the type, frequency and duration services received. Then the post treatment/placement cost can be determined.

The total cost per client served will be created by accounting for the unit cost of each service received by the juvenile in treatment and placement follow-up period. These values will be included with outcome measures in multiple regression models to measure outcome as a function of service use, child characteristics, stressors, and cost expended. Autocorrelation will be examined and incorporated in the models if present.

b) With the development of unit cost the total savings to the county will be developed with the outcome statistics. By comparing the cost of the services received during the program to the cost of services received by the control group the impact upon the county of the program will be determined.

c) Sacramento County has a long-standing history of allocating significant new funding for programs to impact the growing juvenile crime problem. The Probation Department intends to explore the possibility of future funding through an examination of expanded Title IV-E Waiver program to address lower RCL of care. In addition foster care dollars can continue to be claimed and will represent a significant portion of the Program's ongoing funding. The opportunity for minimizing long-term future placement costs as a result of the IMPACT project will be a significant consideration for the county.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

The target population is:

602 Youth ordered into placement with a rate calculation level (RCL) of 11 or less

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., "high risk" as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

In determining RCL, information will be taken from existing probation file and assessment of scores following application of CASI.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will

be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	0		0
Second Year	56		56
Third Year	196		196
Total	252		252

Unit of Analysis (Check one)			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: Dec 1999

Final Treatment Completion Date: March 2002

Final Data Gathering Date: July 2002

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Age	From court records
Gender	From court records
RCL	Placement officer assessment

9a. After each characteristic listed above, describe how it will be measured.

Initial estimates of the historical pool from the assessment done for the grant application shows the historical pool to be larger than the expected treatment group. If a larger historical pool is needed an additional year of subjects can be gathered.

9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

The matching characteristics are not related to the outcome hypotheses. If there are significant differences in the two groups through missing match criteria, the existing cases would be weighted to increase their N. Since the matched cases are not paired to their counterpart case for the analysis there should be no impact upon the hypotheses. If the sample sizes are small groups will be collapsed.

9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

Comparability between the two groups will be achieved through matching characteristics between groups.

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

Matched historical comparison. The control group consists of juveniles processed to placement by Sacramento County Probation during the fiscal years 1997-1998 and 1998-1999 that meet the intake criteria of IMPACT. These cases will create a pool for matching with the treatment group by RCL level, age, and gender. When more than one case in the historical file matches, the match case will be selected randomly from the pool of matches.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

Each of the minors will be assessed in the areas of criminality, substance abuse, mental health, family/social attachments and occupational/recreational needs.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

Jessness Inventory, Comprehensive Adolescent Severity Inventory, Wechsler Intelligence Scale for Children III/Wechsler Intelligence Scale for Adults III, Universal Nonverbal Intelligence Scale, Children's Memory Scale, Human Figure Drawings, Thematic Apperception Test, Rorschach, Achenbach Child Behavior Checklist, Youth Self Report, Behavior and Emotional Rating Scale, Family Assessment form, Wechsler Individual Achievement Test, Adolescent Relationship Scales Questionnaire, Coping Geistonnaire, Picture Interest Inventory, Leisure Dianostic Battery

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

None

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

RCL of 11 or less and 602 status ordered into placement. Placement officers will evaluate all 602 youth. Those with and RCL of 11 or less will be referred to IMPACT.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

The control group consists of juveniles processed to placement by Sacramento County Probation during the fiscal years 1997-1998 and 1998-1999 that meet the intake criteria of IMPACT, RCL of 11 or less 602 status remanded to placement

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

Variable	Score/Scale	Additional Information	Significance Test
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# of arrests	Count	From referral to completion of follow-up	Mean difference, f test
# of placements	Count	From referral to completion of follow-up	Mean difference, f test
School attendance	Count	At end of follow-up	Mean difference, f test
Juveniles modified to home	Count	At end of follow-up	Mean difference, f test
Juveniles incarcerated	Count	At end of follow-up	Mean difference, f test
Number of probation violations	Count	From referral to completion of follow-up	Mean difference, f test
Days in custody following initial placement	Count	From referral to completion of follow-up	Mean difference, f test

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

The MANOVA procedures will be utilized to test the mean difference between the treatment and control groups for the outcome variables listed above. Matching criteria, and number of referrals will be used as covariates. Where meaningful data will be stratified into subgroups such as age, gender, RCL for subgroup hypotheses testing.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
✓	Risk Factors	✓	
	Time to Complete Risk Assessment		
✓	Arrest/Referral (any)	✓	✓
✓	# of Arrests/Referrals	✓	✓
✓	Type(s) of Arrest(s)/Referral(s)	✓	✓
✓	Petitions Filed (any)	✓	✓

✓	Sustained Petitions (any)	✓	✓
✓	# of Sustained Petitions	✓	✓
✓	Type(s) of Sustained Petition(s)	✓	✓
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions		
✓	Institutional Commitment (any)	✓	✓
✓	# of Institutional Commitments	✓	✓
✓	Commitment Time	✓	✓
	Completion of Institutional Commitment		
✓	Restitution Ordered	✓	✓
	Restitution Amount		
✓	Restitution Paid	✓	✓
	Amount of Restitution Paid		
✓	Court-Ordered Work	✓	✓
	Court-Ordered Work Hours		
✓	Court-Ordered Work Completed	✓	✓
	# of Court-Ordered Work Hours Completed		
✓	Court-Ordered Community Service	✓	✓
	Court-Ordered Community Service Hours		
✓	Court-Ordered Community Service Completed		✓
	# of Court-Ordered Community Service Hours Completed		
✓	Education-Enrollment Status	✓	✓
✓	Education-Grade Level	✓	✓
	Education-Credits Earned		
	Education-Grade Point Average		
✓	Education-Expulsions	✓	✓
✓	Education-Suspensions	✓	✓
✓	Gang Involvement	✓	✓
✓	Alcohol Use	✓	✓
✓	Drug Use	✓	✓
✓	Runaway	✓	✓
✓	Wardship Status	✓	✓
✓	Informal Probation Status	✓	✓
	Contacts with Probation Officer		
	Family Functioning		
	Self Esteem		
	Use of Community Services		
	Self-Protective/Avoidance Behavior		
	Client Satisfaction		
	Family Attitudes		
	Social Skills		
	Pregnancy/Child Birth Rate		
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
✓	Referrals to Community Agencies		✓
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

None

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The process evaluation will include:

Preparing data collection forms and database to capture all research data. All BOC variables and data relevant the research hypotheses will be captured in an access database with screens customized to match the data collection forms. Probation Department personnel will input this data at the IMPACT center. The data will be collected monthly and checked for accuracy by Elsan Associates personnel.

Reporting to the program personnel information regarding the intake measures, program activities, and outcome measures. Monthly intake and discharge lists with relevant information will be produced from the database.

Tracking and recording program implementation calendar, program modifications and personnel changes.

Monitoring program implementation through interviewing department and CBO personnel and program participants.

Annual and semi annual reports of program components, participant status, outcome hypothesis will be prepared.

All reports required by the BOC will be produced.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

The assessment team will define treatment needs and thereafter, treatment will be monitored by the Probation Officer assigned the case. A record sheet will be developed including all possible treatments. As a youth progresses through the program s/he will have their treatment participation recorded as to whether they were assigned and they completed a treatment component.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

Completion of the program will be based upon time.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

Subject will be terminated if an event occurs to remove the minor from supervision of the case manager.